

Mexico: Country Background Report (December 2010)

Update of Country Background Report (September 2012)

The following are updates to education and educational assessment in Mexico, beginning with the year 2011 and up to August 2012. These updates are the agreements, decrees, reforms and study plans that currently govern basic education in Mexico. It is important to point out that only the most significant updates for Mexico that took place during this period are included. These updates are inserted into the chapters and pages on which they are most explicitly addressed in the *Report on Assessment Practises of Basic Education in Mexico, 2010/Country Background Report for Mexico (Informe de las prácticas de la Evaluación de la Educación Básica en México, 2010)*.

Chapter I. The National Education System

Section 1. THE CURRENT NATIONAL EDUCATION SYSTEM (NES): CONTEXT, STRUCTURE AND HISTORY

Pages 3 and 4

On these pages, it is indicated that “Pre-primary Education... is regulated by the Pre-primary Education Programme (*Programa de Educación Preescolar* [PEP]) of 2004 (see Annex C)”; that “Primary Education... is currently regulated by the 2009 study plan and programmes (see Annex C)”; and that the “Lower Secondary Education Reform (*Reforma de la Educación Secundaria* [RES]), which promotes the consolidation of basic life skills derived from the current study plan and programmes of 2006” (see Annex C).

Currently, these programs are specified in the 2011 Study Plan for Basic Education (*Plan de Estudios 2011: Educación Básica*). The Comprehensive Reform of Basic Education (*Reforma Integral de la Educación Básica* [RIEB]) culminated in a cycle of curricular reforms at each of the three levels of basic education and began in 2004 with the Reform of Pre-school Education (*Reforma de la Educación Preescolar*), continued in 2006 with Lower Secondary Education Reform (*Reforma de la Educación Secundaria*) and culminated in 2009 with Primary Education Reform (*Reforma de la Educación Primaria*). These represented a relevant, meaningful and consistent formative proposal oriented toward the development of skills and centred on student learning. The RIEB is a public policy that fosters the comprehensive education of all pre-school, primary and lower secondary students, and it has the goal of favouring the development of life skills and attaining the completion profile based on expected learning outcomes and on the establishment of curricular standards, teacher performance standards and management standards. For more information on the RIEB visit: <http://basica.sep.gob.mx/reformaintegral/sitio/>

Along these lines, the new 2011 Study Plan for basic education, which entered into effect on 19 August 2011, during the 2011-2012 school year, is the governing document that defines life skills, the completion profile, curricular standards and expected learning outcomes, which together make up the student’s educational trajectory, and proposes contributing to the formation of the democratic, critical and creative citizens required by 21st century Mexican society at the national and global levels.

This study plan is upheld by the following pedagogical principles: focusing attention on students and on their learning processes; planning for the promotion of learning; creating learning environments; collaborating in order to foster learning; emphasizing skill development; attaining curricular standards and expected learning outcomes; using educational materials to favour learning; favouring inclusion in order to address diversity; incorporating socially-relevant topics; renewing the bond among the students, teachers, family and school; reorienting leadership; and school tutoring and academic advising.

This curricular plan is found in Agreement No. 592 (*Acuerdo Número 592*), by means of which basic education is articulated (DOF, 19 August 2011). For more information on this agreement visit: http://basica.sep.gob.mx/reformasecundaria/doc/sustento/Acuerdo_592_completo.pdf

Section 1. THE CURRENT NATIONAL EDUCATION SYSTEM (NES): CONTEXT, STRUCTURE AND HISTORY

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On this page, it is indicated that: “Currently, the Comprehensive Reform of Upper Secondary Education (*Reforma Integral de la Educación Media Superior* [RIEMS]), which attempts to offset difficulties with the existence of 300 study programmes of this education level.”

It is important to point out that the Comprehensive Reform of Upper Secondary Education (RIEMS) has been promoted by the Secretariat of Public Education, along with the National Council of Education Authorities (CONAEDU) and the National Association of Higher Education Universities and Institutions (*Asociación Nacional de Universidades e Instituciones de Educación Superior* [ANUIES]). The objective of this reform is to increase the quality, relevance, equity and coverage of high school, which is demanded by Mexican society, and to propose the creation of the National High School System within a framework of diversity in which various high school options are combined, beginning with generic, disciplinary and professional skills.

The RIEMS is based on four main points: the creation and introduction of a Common Curricular Framework (*Marco Curricular Común* [MCC]) based on skills, the definition and regulation of the various upper secondary education modalities offered; the implementation of management mechanisms that permit the proper movement of proposals; and a model for certifying graduates of the National High School System. Generic skills include eleven specific skills that make up the upper secondary graduate profile and that are core skills of the National High School System. Each skill is divided into six categories: the student is self-determined and cares for him or herself, expresses him or herself and communicates, thinks critically and reflects, is a self-learner, works as part of a team and participates responsibly in society. For more information on the RIEMS visit: <http://www.semss.com.mx/Reforma%20Integral%20EMS%202008/SNB%20Marco%20Diversidad%20ene%202008%20FINAL.pdf>

In addition to this reform, on 8 February 2012, the Mexican president signed the decree by means of which constitutional articles 3 and 31 regarding the mandatory of upper secondary education were reformed. For more information on this decree visit: http://www.diputados.gob.mx/LeyesBiblio/ref/dof/CPEUM_ref_201_09feb12.pdf

Chapter II. Overview of basic educational assessment in Mexico

Section 1. HISTORICAL BACKGROUND

From 2000 to date

On this page is indicated that: "...in 2002, by presidential decree, the INEE was created as a public, decentralised agency whose objective was to offer ideal tools to education authorities to assess elements integrating their corresponding education systems in all levels of basic and upper secondary education in all their modalities (DOF, 8 August, 2002).".

On 15 May 2012, a decree was signed to reform the decree that created the National Institute for Educational Assessment (*Instituto Nacional para la Evaluación de la Educación* [INEE]), which had been published on 8 August 2002. The substantial changes made consisted of changes to its labour regulations, powers, decision-taking bodies and the extension of the subjects of assessment. Previously, the INEE had been a decentralised public agency with a technical nature that supported the role of assessing the National Education System. It is currently a decentralised agency with legal personality and its own assets that does not correspond to any sector. The institute has technical, operational and decision-making autonomy so that it may carry out its duties. Within its scope is the assessment of mandatory education, that is, basic education at the pre-school, primary and lower secondary levels, as well as upper secondary education, both public and private. It now also contributes to the assessment of the initial and continuous training of educators, adult education, special education and indigenous education. The institute is made up of: a decision-taking body, a technical committee, a presidency, specialized technical committees, the Social Committee on Educational Assessment, the Committee on Relationships among States and administrative units responsible for the institute's operations. For more information on this decree visit: http://www.inee.edu.mx/images/stories/2012/nuevo_decreto.pdf

Chapter III. NES assessment efforts: information systems and large-scale assessment

Section 1. NES ASSESSMENT EFFORTS

B) Large-scale assessment

Mexico's participation in international assessments

Explicative and comparative regional studies of the Latin American Laboratory for Assessment of the Quality of Education (*Laboratorio Latinoamericano de Evaluación de la Calidad Educativa* [LLECE])

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The Third Comparative and Explanatory Regional Study, 2013 (*Tercer Estudio Regional Comparativo y Explicativo: TERCE, 2013*), promoted by the LLECE, is currently underway. This study will assess primary education students from grades three through six. The areas that will be assessed are: reading, writing, mathematics and sciences. The participation of 13 countries has been confirmed, including the state of Nuevo Leon, on behalf of Mexico. The countries are: Brazil, Chile, Costa Rica, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, the Dominican Republic and Uruguay.

Section 1. NES ASSESSMENT EFFORTS

B) Large-scale assessment

Mexico's participation in international assessments

Programme for International Student Assessment (PISA)

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In March, Mexico participated in the application of the 2012 PISA, with an emphasis on mathematics.

Section 3. POLICY INITIATIVES

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The National Student, Teacher and School Registry (*Registro Nacional de Alumnos, Maestros y Escuelas* [RNAME]) was on par with policy initiatives in 2010. Since 2011, it has been considered a consolidation tool by the National Education Information System (*Sistema Nacional de Información Educativa* [SNIE]). Due to the importance of the information for the design of public policies it contains, the INEGI has catalogued this information as Information of National Interest (*Información de Interés Nacional*) (DOF 8 August 2012). As a result, in the terms of Article 6 of the National Statistics and Geography Information System Law, RNAME's information will be official and mandatory used at the federal, state, in the Federal District and municipal levels. For more information on this initiative visit:

http://dof.gob.mx/nota_detalle.php?codigo=5262847&fecha=08/08/2012

Chapter V. Teaching staff assessment

Section 1. PRIMARY AND LOWER SECONDARY EDUCATION TEACHING STAFF IN MEXICO

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The Curricular Reform of Normal Education (*Reforma Curricular de la Educación Normal*) is currently in force. It addresses the pressing need to increase levels of quality and equity in education and takes on the challenge of training educators to be capable of meeting the demands and requirements of basic education at its three levels (pre-school, primary and lower secondary). The curricular reform and study plans derived from it are backed by current trends in teacher training; by several theoretical and methodological perspectives on the disciplines taught at the basic education level, as well as those that describe the educational process; and by the nature and development of current and emerging pedagogical practises in response to the new requirements and issues faced by educators as a result of multiple changes in context, which significantly impact educational services, institutions of education and education professionals. Social, philosophical, epistemological, psychopedagogical, professional and institutional factors were taken into consideration when laying out the reform's foundations in order to identify the elements that had a bearing on it.

The Study Plan for Training Pre-school Education Teachers (*Plan de Estudios para la Formación de Maestros de Educación Preescolar*) is the document that governs the pre-school education teacher training process and specifies its fundamental trajectories, as well as the general and specific elements that make it up, according to trends in tertiary education and taking into account the basic education study programme and plan focuses and models in effect. Its application in normal schools must timely and properly address demands arising from the situations and problems presented by professional activities to future teachers at this educational level in the short- and medium terms. For more information on this new Study Plan for the Bachelor's Degree in Pre-school Education (*Plan de Estudios para la Licenciatura en Educación Preescolar*) visit: http://www.dgespe.sep.gob.mx/reforma_curricular/planes/lepre

The Study Plan for Training Primary Education Teachers (*Plan de Estudios para la Formación de Maestros de Educación Primaria*) is the document that governs the primary education teacher training process and specifies its fundamental trajectories, as well as the general and specific elements that make it up, according to trends in tertiary education and taking into account the basic education study programme and plan focuses and models in effect. Its application in normal schools must timely and properly address demands arising from the situations and problems presented by professional activities to future teachers at this educational level in the short- and medium terms. For more information on this new Study Plan for the Bachelor's Degree in Primary Education (*Plan de Estudios para la Licenciatura en Educación Primaria*) visit: http://www.dgespe.sep.gob.mx/reforma_curricular/planes/lepri/malla_curricular

Section 2. ASSESSMENT PRACTICES OF TEACHING STAFF IN MEXICO

D) Promotions and stimuli

National Teaching Career Programme ([PNCM])

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On 25 May 2011, the secretary of public education and the president of the National Education Workers Union signed an agreement for reforming the Teaching Career Guidelines (*Reforma a los Lineamientos de Carrera Magisterial*). The new guidelines for this programme shift the focus of the assessment system to student academic achievement, to strengthening the professionalization of teachers, to acknowledging and valuing the time they dedicate to extracurricular activities, their teaching experience and the mastery of knowledge that is the subject matter of their work. In addition, it encourages teacher commitment to student learning by assuming that student achievements should be the foundation on which educational actions are based; stimulates the highest-performing teachers and bolsters their social recognition by promoting the continuous training of participants; and commits educational authorities to establishing programmes related to professional training, updating and improvement in line with assessment system results. Finally, it recognises the extra time educators dedicate to the school community by taking part in co-curricular activities, which, when organised into a work plan, will be assessed and considered in the programme.

As a result, the factors of which the Teaching Career's assessment system is composed are: student achievement, continuous training, co-curricular activities, professional preparation, seniority, school management and education enhancement. For more information on the Reform to the General Guidelines of the National Teaching Career Programme visit: http://www.sep.gob.mx/work/models/sep1/Resource/2241/1/images/LINEAMIENTOS_GENERAL_ES_2011.pdf

Section 2. ASSESSMENT PRACTICES OF TEACHING STAFF IN MEXICO

D) Promotions and stimuli

National Teaching Career Programme ()

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For consulting the contents of the 2011-2012 National Catalogue of Continuous Training and Professional Betterment for Basic Education In-service Teachers visit: http://www.productividad.org.mx/pdf/Catalogo_Nacional_2011_%202012.pdf

Section 5. POLICY INITIATIVES

During 2010, for the first time, stimuli were delivered to primary and lower secondary level teachers recognised for their students' achievements based on the results of the National Assessment of Academic Achievement in Schools (*Evaluación Nacional del Logro Académico en Centros Escolares* [ENLACE]) applied during the 2008-2009 school year. The provision of these stimuli solidified the first advances in the policy incentives proposed by the National Development Plan (*Plan Nacional de Desarrollo*) and in the 2007-2012 Education Sector Program (*Programa Sectorial de Educación 2007-2012* [PROSEDU]).

In the second and third editions of the Stimuli Programme, additional stimuli were granted to educators and directors of public pre-school and special education schools with the highest scores on the Professional Preparation Factor Assessment of the Teaching Career.

These incentives now form part of a system that encourages continuing student, teacher and educational system improvement. For more information on this initiative visit: <http://estimulosalianza.sep.gob.mx/>

Section 6. TEACHER ASSESSMENT CHALLENGES

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The Agreement for the Universal Assessment of In-service Teachers and Directors in Basic Education (*Evaluación Universal de Docentes y Directivos en Servicio en Educación Básica*) was signed on 31 May 2011 by the Secretariat of Public Education and the National Education Workers Union. In March 2012, the general guidelines regulating its application were published.

The goal of this assessment was to provide the teaching profession with diagnostic and training information regarding its strengths and areas for improvement based on the results of teacher professional skills and student achievement, as well as with training trajectory options that were free, relevant and within its capabilities. These would lead to increased professional development and student achievement for students of the national basic education system.

Moreover, this assessment will allow for an orientation and consolidation of quality and relevancy for both the normal and basic education academic programme offer and the design and development of educational policies so they have the desired effect on student learning, on teacher performance and on educational system quality.

It target to all teachers who teach before groups, that is, those who attend students directly, teachers in managerial roles, heads of education, educators in supervisory roles and sector heads who are responsible for the management and oversight of educational establishments, zones, and sectors; and teachers participating in technical-pedagogical activities who are officially assigned to these activities for the purpose of bringing about improvements in the teaching-learning process and who are employed at institutions of basic education, both in the public and private sectors. Furthermore, this assessment is mandatory and will be carried out every three years, beginning in 2012 at the primary level and continuing in 2013 at the lower secondary level and in 2014 at the early childhood, pre-school and special education levels.

This universal assessment contemplates two factors: student achievement (*aprovechamiento escolar* [AE]) and professional skills (*competencias profesionales* [CP]). The first factor, student achievement, will be assigned 50 out of 100 points and consists of a student assessment to verify what students have learned over a school year according to official study plans and programmes.

This is based on the results of ENLACE or the corresponding standardized tests and/or specific strategies.

The second factor, professional skills, is worth 50 points that are divided into three components: 1) professional preparation (*preparación profesional* [PP]), which is an assessment of the abilities, knowledge, capacity and professional skills required of the participant in the course of his or her duties made using standardized tests (5 points); 2) professional performance (*desempeño profesional* [DP]), which is an assessment of teacher performance in the classroom using standards of teacher performance and school management (25 points); and 3) continuous training (*formación continua* [FC]), which is an assessment of the training trajectories suggested according to universal assessment diagnostics and that participants undergo (20 points) (see Table 1).

Table 1. Factors assessed using the Universal Assessment of In-service Teachers and Directors in Basic Education

Student achievement (AE)	Professional skill (CP)		
<i>a) Student assessment</i>	<i>a) Professional preparation (PP)</i>	<i>b) Professional performance (DP)</i>	<i>c) Continuous training (FC)</i>
b) ENLACE or other instruments	Standardised tests according to educational level.	Standards of teacher performance and school management.	Training trajectories.

The professional preparation factor is assessed using standardized tests according to educational level. There are eight different versions that correspond to the primary education level:

- Teachers who teach before groups (four versions): 1) teachers of grades one through three, 2) teachers of grades four through six, 3) teachers of grades one through three at the indigenous primary education level and 4) teachers of grades four through six at the indigenous primary education level.
- Teachers acting as technical support staff (*Apoyo Técnico Pedagógico* [ATP]) (two versions): 1) primary and 2) indigenous primary.
- Teachers in managerial roles (two versions): 1) primary and 2) indigenous primary.

The eight educational assessment tools for the primary level include questions that assess the convergence of the four formative fields established in the 2011 Basic Education Study Plan: language and communication, mathematical thinking, exploration and comprehension of the natural and social worlds and personal development and coexistence. These have three aspects: 1) disciplinary mastery, 2) focus and programmes and 3) teaching strategies and assessment.

The convergence of the four formative fields and the three aspects allows for a core recovery of the pedagogical principles contained in the 2011 Study Plan as conditions that are essential to implementing teaching practises, attaining learning outcomes and improving the quality of education.

For primary education teachers who teach before groups, there are two versions: one for those who teach grades one through three and another for those who teach grades four through six. The exam for these teachers consists of 100 items, and the most weight is assigned to disciplinary mastery, with 60 items. There are 20 for focus and programmes and 20 for teaching strategies and assessment (see Table 2).

Table 2. Structure of the professional preparation exam for primary education teachers

<i>Area</i>	<i>Disciplinary mastery</i>	<i>Focus and programmes</i>	<i>Teaching strategies and assessment</i>	<i>Total items</i>
Language and communication	20	4	4	28
Mathematical thinking	20	4	4	28
Exploration and comprehension of the natural and social worlds	10	6	6	22
Personal development and coexistence	10	6	6	22
Total	60	20	20	100

Teachers pertaining to the National Teaching Career Programme (*Programa Nacional de Carrera Magisterial* [PNCM]) must also participate in Universal Assessment. The results of the student achievement (AE), professional preparation (PP) and continuous training (FC) components will be incorporated into their assessments in the factors corresponding to the PNCM. Additionally, the AP component will be considered in the Teacher Quality Stimuli Programme. For more information on the Agreement for Universal Assessment visit:

<http://www.evaluacionuniversal.sep.gob.mx/acuerdo.pdf>

Chapter VI. Student assessment: in and out of the classroom

Section 1. STUDENT ASSESSMENT PRACTICES IN MEXICO

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The guidelines for assessing students in the classroom are currently governed by the 2011 Basic Education Study Plan (*Plan de Estudios de la Educación Básica 2011*) and by Agreement No. 592, by means of which basic education is articulated (DOF, 19 August 2011). For more information on this agreement visit:

http://basica.sep.gob.mx/reformasecundaria/doc/sustento/Acuerdo_592_completo.pdf

Section 1. STUDENT ASSESSMENT PRACTICES IN MEXICO

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Together with the 2011 Basic Education Study Plan and Agreement No. 592, Agreement No. 648 (*Acuerdo Número 648*) was ordered, establishing general basic education standards of evaluation, passing and failing, promotion and certification. This agreement was signed on 17 August 2012. It establishes that the assessment of learning outcomes will be based on an assessment of student performance in connection with the expected learning outcomes reached and the skills these favour,

in line with pre-school, primary and lower secondary school study programmes. The assessment will also take into consideration the characteristics of student social, linguistic and cultural diversity, as well as student needs, interests, capabilities and learning styles and paces. All assessments must lead to increased learning, detect and address the strengths and weaknesses of the educational process as applied to each student.

For this purpose, a Basic Education Record (*Cartilla de Educación Básica*) has been designed and placed into use as an informative document on student performance and as an official document that legitimizes the credit received for and full or partial certification of each basic education grade. The information registered in the Basic Education Record is the responsibility of the teacher or director of the authorized public or private educational establishment, as well as of the educational authorities responsible for certification and credit received, if applicable. This record includes information on students during the three levels of basic education.

This agreement establishes that teachers must use performance levels and numeric references — not only the latter, as done before — when deciding on the levels at which students will be placed, as well as what grade will be assigned at each assessment registry time (see Table 3).

Table 3. Primary and lower secondary education performance levels and grade scale

Performance level	Collaboration required by the family, teachers and directors	Numeric reference
A: Demonstrates excellent performance regarding the learning outcomes expected for the block.	It is necessary to maintain the aid provided in order to stay at this level.	10
B: Demonstrates good performance regarding the learning outcomes expected for the block.	Requires additional aid to solve the situations in which he or she is a participant.	8 or 9
C: Demonstrates sufficient performance regarding the learning outcomes expected for the block.	Requires permanent aid and support to solve the situations in which he or she is a participant.	6 or 7
D: Demonstrates insufficient performance regarding the learning outcomes expected for the block.	Requires distinct permanent aid, tutoring and support to solve the situations in which he or she is a participant.	5

The official grade scale to be used for each subject block will be numeric and entered in whole numbers, from 5 to 10. These grades will be linked to each student's performance level. For both level B and level C, teachers will define numeric references using the corresponding whole numbers based on evidence of student performance. Grade averages generated by subject, grade, level and type of education will be expressed using a whole number and a decimal, without rounding (5.0 to 10.0).

There were also changes to pass/fail criteria. The following pass/fail and grade or level of education criteria have been established for each basic education period:

For *pre-school education*, the students will pass each pre-school grade as a result of simply having been enrolled at this level. Students completing grades one and two of pre-school will move on to the next grade. Students finishing grade three of pre-school will move on to the primary level.

For *primary education grades one through three*, the credit received for grades one, two and three of the primary level will be obtained as a result of simply having taken these grades. Students finishing a grade from this period will move on to the next grade. If a student does not reach the

learning outcomes corresponding to the grade he or she has taken and according to the observations contained in the Basic Education Record regarding learning needs and aids, he or she may remain in the same grade for another school year, provided he or she is given the express consent of his or her parents or guardians. This measure may only be taken once during the period.

For primary education grades three through six, students will receive credit for grades taken when they have a minimum final average of 6.0 in each subject. This applies to primary education grades four, five and six. For primary education grades four and five, students will move on to the next grade when: a) they pass all subjects corresponding to the grade taken or b) they obtain a minimum final average of 6.0 and have not failed more than two subjects. In this situation, the student and the parents or guardians, with the guidance of the teacher or school director, and in accordance with the observations contained in the Basic Education Record regarding learning needs and aids, must make the commitments necessary for a “conditional pass” in the terms of the applicable school control standards. The student will continue on to the lower secondary education level when: a) he or she passes primary education grade six or b) he or she passes a general knowledge assessment for primary education grade six in the terms of the applicable school control standards.

For lower secondary grades one and two, students pass when they obtain a minimum final average of 6.0 for each of the grade’s subjects. b) A student who runs the risk of failing one or more subjects corresponding to the grade may, during the block five assessment period, take a subject recovery exam that covers the learning outcomes corresponding to the five blocks. In this case, the final average for the subject will be the grade obtained on this exam. c) When, at the end of a school year, a student is failing up to a maximum number of four subjects corresponding to the grade, he or she will have the chance to take extraordinary exams to normalise his or her academic standing. The student will continue on to the next grade when: a.1) he or she passes the grade taken; a.2) he or she maintains no more than three failed subjects from lower secondary grades one or two as of the conclusion of the first 15 business days of the beginning of the following school year; or a.3) he or she passes a general knowledge assessment for the failed lower secondary grade subjects in the educational establishment. b) The student must repeat an entire grade when: b.1) he or she has failed five or more grade one and/or two subjects as of the end of the school year or b.2) he or she has failed more than three grade one and/or two subjects as of the end of the first 15 business days of the beginning of the following school year.

For lower secondary grade three, students pass when they obtain a minimum final average of 6.0 for each of the grade’s subjects and there are no pending subjects to be taken from previous grades. b) A student who runs the risk of failing one to four of the grade’s subjects may, during the block five assessment period, take a subject recovery exam that covers the learning outcomes corresponding to the five blocks. In this case, the final average for the subject will be the grade obtained on this exam. c) When, at the end of a school year, a student is failing up to a maximum number of four lower secondary level subjects, he or she will have the chance to take extraordinary exams to normalize his or her academic standing.

A student passes the lower secondary education level when: a.1) he or she obtains a minimum final average of 6.0 for all subjects contained in the basic education study plan for this educational level or a.2) he or she passes a general knowledge assessment for lower secondary grade three and passes all grade one and two subjects. b) A student will have to repeat an entire grade when he or she does not pass the lower secondary level in the above terms. The foregoing is independent of the student’s right to pass the lower secondary level if he or she passes a general exam corresponding to this educational level given by the external assessment agency determined by the competent educational authority. This exam may be taken as many times as necessary and until it has been passed. It may

also be taken by students who must repeat a grade so that, if they pass it, they will have the opportunity to continue with their studies at the next educational level.

For more information on this agreement visit:
http://dof.gob.mx/nota_detalle.php?codigo=5264634&fecha=17/08/2012

1. STUDENT ASSESSMENT PRACTICES IN MEXICO

A) Student assessment in the classroom

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Agreement No. 592 (*Acuerdo Número 592*), which articulates basic education, establishes that teachers are responsible for assessing student learning outcomes and for follow-up, the creation of learning opportunities and the modification of their teaching practises so that students reach the learning outcomes established in the study plan and programmes.

It also states that the assessment of learning outcomes is the process that allows for the collection of evidence, the preparation of judgments and the provision of feedback regarding student learning outcomes reached during student education. Therefore, it is a fundamental component of teaching and learning. Judgments on the learning outcomes reached during the assessment process are made so that students, teachers, parents or guardians and school and educational authorities at different levels may take decisions that allow for improved student performance. As a result, the formative approach must prevail over all assessment actions taken.